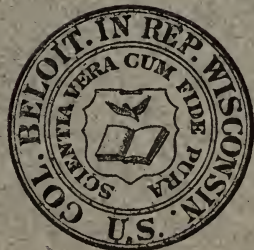


Practical Aspects of College Life

— at —

Beloit College



UNIVERSITY OF LOUISIANA

THE PRACTICAL ASPECTS OF COLLEGE LIFE AT BELOIT COLLEGE.

	Page
1. Beloit and its surroundings.....	2
2. Distinctive advantages of a College like Beloit.....	4
3. Facts concerning Equipment, Faculty and Student Life at Beloit.....	10
4. The College Course as a Preparation for a profession.....	22
5. Studies Preparatory to the Pursuit of Definite Vocations.....	28
Commerce, Consular and Civil Service.....	29
Engineering	30
Forestry	30
Journalism	31
Law	32
Medicine	32
Music	33
Teaching	34
Theology	35
6. Expenses at Beloit College.....	36
7. Self Support and Kinds of Employment.....	38
8. Scholarship Aid	44
9. Entrance Requirements and Accredited Schools.....	46
10. Physical Training and Athletics.....	47

MAY, 1909

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Beloit and Its Surroundings



“**B**ELOIT enjoys all natural advantages. The city has only twelve thousand inhabitants, and the college is separated from it by the broad and beautiful waters of Rock river. The campus lies on the edge of a bluff overlooking the valley; the country round is gently rolling and studded with groves of prairie oak. Without being wholly removed from the world, the college is sequestered and its life concentrated. Founded in 1845, it has grown steadily in wealth and traditions. In size it is ideal — 237 men and 85 women. No purely collegiate institution in the west is more aptly situated for the development of the truly collegiate life.”

MR. JOHN CORBIN,

“The Small College versus the University.”—

Saturday Evening Post, April 1908.



BELOIT AND SURROUNDINGS

DISTINCTIVE ADVANTAGES OF A COLLEGE LIKE BELOIT.

The steady growth of Beloit is one of the many evidences that students and their parents are increasingly realizing the advantages afforded by our strongest Colleges.

THE COLLEGE AND PERSONALITY.

One of the greatest of these advantages is the development of personality which is obtained in College. As Professor Tufts of the University of Chicago says, in his paper read at the meeting of the American Association for the Advancement of Science at Baltimore, the reason for the existence of the College as distinguished from the University lies in the fact that "effective education depends in part on the scientific factor, but there is also a personal factor — *one must know his fellows and how to co-operate with them.* This is increasingly important with the growing complexity of society; the life of the professional and graduate school is individualistic."

No place has been found anywhere equal to the College for the training of the young personality in wholesome relation to other personalities. A brilliant young graduate of Beloit, who is a member of the faculty of one of the leading Eastern Universities, said recently that the more he saw of the great Universities the more deeply he appreciated the splendidly organic character of the life at Beloit. It seemed to him of the utmost advantage that the student at Beloit, instead of living by himself or in a



ROCK RIVER VIEW

little clique, as is so often the case at large institutions, is organized into the total life of the College and feels himself a factor in its varied development. He realizes that he must do his part well as a condition of the welfare of the whole. This stimulates a wholesome sense of responsibility, while each educates and is educated by his fellows.

The "give and take" of the best homes, where intelligent parents and wide-awake children train one another, finds its counterpart educationally in the best Colleges, — the most satisfactory place in the world for the early years of the higher education.

IS A COLLEGE EDUCATION PRACTICAL?

It used to be objected that the College is not practical enough, but this objection has largely disappeared and it is coming to be generally recognized that a good college course is just the practical preparation for a strong and broad career. If the boy has not yet chosen his life work, where better can he wake up and find himself than amid the widely stimulating interests of College study and life? If the calling has been chosen, it is of prime importance that it should not too quickly sweep the mind into a narrow channel, and thwart its development. We have too many narrow specialists; the broad specialist is the man of power.

In our strongest Colleges there is afforded under the elective system an almost ideal opportunity of getting an education which shall lead up to one's chosen vocation



CAMPUS VIEWS

while laying a suitable foundation for its exercise in ways fruitful to society. One who is preparing for the law secures training in language, natural science, political science, psychology, ethics and other studies which develop and equip the mind for the bar, and at the same time give such insight into the meaning and development of human institutions as shall fit for the difficult task of shaping the laws for coming generations.

The future physician before entering the materialistic atmosphere of the medical school, receives in College, along with his biology, physics, chemistry and bacteriology, an education enabling him to realize the depth and beauty of the spiritual aspects of life. Out of such training come the "William Maclures", the Oslers, the Weir Mitchells.

The importance of College training for the ministry is too well recognized to need more than mere mention.

If one is going into business he can have, in College, courses in Economics and Finance, Commercial Geography and Business Law, and at the same time become fitted for far wider interests than the mere routine of business and may be expected to make business a true profession, in which material gain is not the sole standard of success.

Dr. Flexner of the Carnegie Foundation well says "It is the College, where a boy may be trained in seriousness of interest and mastery of power, that the nation pre-eminently needs."



MIDDLE COLLEGE

The time to get the best out of the rich advantages of the great Universities is at the close of a well-selected course in a strong College. The College-trained men are carrying off today a large share of the honors at the Universities and in business and professional life.

FACTS CONCERNING EQUIPMENT, FACULTY AND STUDENT LIFE AT БЕЛОIT.

EQUIPMENT AND ENDOWMENT OF БЕЛОIT COLLEGE.

The third annual report of the "Carnegie Foundation for the Advancement of Teaching" gives the net income of the Colleges which have been accepted by the Foundation. In this list Beloit College is credited with the largest annual net income of any College in the middle west. The Carnegie report for 1907 contains the following statement regarding the relation of an adequate income to efficient instruction of Colleges and Universities: "It must be evident to any competent student of our educational history that an institution which is professing to conduct the work of a University or the work of a College upon resources manifestly inadequate, is likely to harm not only the cause of education, but also to mislead many students who resort to them. We hear, and very naturally, much more concerning the successful men who come out



CARNEGIE LIBRARY

of weak Colleges than we do concerning those of good ability who went to these same Colleges in the hope of getting that which never came to them and the lack of which affected all their subsequent usefulness."

Beloit College has a productive endowment of \$1,090,000.00 and an annual net income of \$90,000.00. Its buildings, grounds and equipment are valued at about \$700,000.00.

Its Science Hall, Gymnasium, Library, Chapel and Women's Dormitory are all modern buildings and are thoroughly equipped. Its Science work is particularly strong and the courses are arranged with a view to furnishing the best equipment in pure science and mathematics for future professional study.

THE FACULTY AT BELOIT.

Beloit employs men only upon its faculty with the exception of the Dean and Physical Director of Women. The strength of the faculty is indicated by its distribution in the various departments of study. It will be noted in the following tabulation that the work in important departments of study is differentiated at Beloit beyond that which obtains in many Colleges. This is due to the unusual endowment and income of Beloit College and to the intelligent policy of its faculty regarding the needs of modern education for specialized and differentiated work.



INTERIOR OF LIBRARY

SCIENCE AND MATHEMATICS.

George L. Collie	Ph. D. Dean and Professor of Geology.
Erastus G. Smith	Ph. D. Professor of Chemistry.
Howard D. Smith	Ph. D. Instructor of Chemistry.
Charles A. Culver	Ph. D. Assistant Professor of Physics.
Thomas A. Smith	Ph. D. Professor of Mathematics and Physics.
William A. Hamilton	Ph. D. Professor of Astronomy and Mathematics.
Hiram D. Densmore	M. A. Professor of Botany.
Jonathan Risser	M. A. Assistant Professor of Zoology.

HISTORY, ECONOMICS, SOCIOLOGY.

Robert C. Chapin	Ph. D. Professor of Economics and Finance.
Robert K. Richardson	Ph. D. Professor of European History.
Royal B. Way	Ph. D. Assistant Professor of American History and Political Science.

ENGLISH LITERATURE, RHETORIC, ORATORY.

Frank H. Chase	Ph. D. Professor of English Literature.
Harry Torsey Baker	M. A. Assistant Professor of English Literature.
Arthur W. Craver	B. A. Instructor in Rhetoric.
Philip B. Kennedy	B. A. Assistant Professor of Public Speaking.

ANCIENT AND MODERN LANGUAGES.

Theodore L. Wright	M. A. Professor of Greek Literature and Art.
Forrest E. Calland	M. A. Professor of Latin Literature.
Henry W. Dubee	M. A. Assistant Professor of German.
Frederick J. Menger	M. A. Instructor in German.
George D. Fairfield	M. A. Assistant Professor of Romanic Languages (French and Spanish.)



SCIENCE HALL

PSYCHOLOGY, EDUCATION.

Almon W. Burr

M. A. Professor of Pedagogy.

Raymond H. Stetson

Ph. D. Professor of Mental Science and Philosophy.

BIBLICAL LITERATURE, MUSIC.

Rev. James A. Blaisdell

M. A. Professor of Biblical Literature and Religious History.

Abram Ray Tyler

A. G. O. Professor of Music.

PHYSICAL TRAINING.

Dana M. Evans

Director of Gymnasium and Assistant Professor of Physical Training.

Cora Ellen Palmer

Director of Women's Gymnasium.

ATTENDANCE.

The proportion of faculty to students at Beloit is such as to secure the best results from its work.

"Perhaps twenty-five professors and three hundred students may be taken as the maximum of efficiency. The faculty in such an institution forms a homogeneous body competent to guide the policy of the institution and to select their successors. Each professor is responsible for the whole and to the whole. He can be a friend of the students whom he teaches, and each student is an integral part of the institution."

J. McKEEN CATTELL of Columbia University,

Address on "The American College."



THE CHAPEL

Beloit College has a faculty of 28 men and an enrollment of 340 students. The number of men in attendance is 224; the number of women 116. The number of women is limited to the capacity of the women's dormitories, since the College believes the best development of its young women is secured by life in College dormitories which are under the immediate supervision of a competent dean of women.

STUDENT LIFE AND ACTIVITIES.

An interesting reflection on College life at Beloit is furnished by John Corbin in an article in the Saturday Evening Post. Mr. Corbin visited Beloit and his comments on its life and work are of special value, coming as they do from an able and friendly critic of College and University conditions as they exist today.

With regard to student activities and social relations, while Mr. Corbin finds some fault with the fraternities as factors in student life which are inimical to democracy in the student body, he, nevertheless, recognized in Beloit conditions which are ideal in these respects: "In the chosen student activities, however, Beloit has had marked success. In athletics — that sure index of the health of College spirit — it has always been prominent. In the bad old days, when the imported athlete was rampant throughout the West, it put forth what is known as a scrappy team, often fighting



EMERSON HALL

on equal terms with the State Universities. Today it is pure — and more moderately successful.”

“Debating and oratory are scarcely less prized than athletics. Courses are given on declamation, the forms of public address, oratorical masterpieces, debating and extempore speaking. Two literary societies, the Cliosophic and the Delian, debate weekly. Every year the Colleges of the Mississippi Valley hold contests in public speaking. In debating Beloit has won more victories than any of its rivals, and in oratory it has won three times as many victories and four times as much prize money.”

“Emerson Hall, at Beloit, is fine architecturally and also beautifully equipped, and the life in it, as it seemed to me, exemplary. The food is so good and the dining-room so attractive that several of the young instructors come there for their meals—at least that is the only motive they would admit. Among students a constant permutation of seats at table promotes general sociability. Every evening after dinner there is dancing (non-coeducational) in a large and beautifully furnished drawing-room.

“Owing to the wealth of general apartments in Emerson Hall, there are rooms for only forty-five students. Others room in adjacent cottages, one of which is devoted to the Junior class as a body. There is a strong contrast here with the neighboring State Universities, where young women, not members of sororities, live without supervision in town houses jointly occupied by young men. Beloit resisted coeducation until 1892,



DRAWING ROOM OF EMERSON HALL.

and gave in then, I was told, only because it felt the need of more students. There never was a better example, however, of the advantages of limiting the number of undergraduates according to the capacity of the college to assimilate them.”

THE COLLEGE COURSE AS A PREPARATION FOR A PROFESSION.

The necessity for taking a College training in preparation for professional study is emphasized by the rapidly increasing requirements of schools of Medicine, Law, and Engineering. The testimony of eminent men in education and in the professions is strikingly unanimous regarding the advantages of a broad preliminary training before entering upon special professional study.

“My plea will be for a broader education for the young man who proposes to become a chemical engineer, and for avoiding the making of the intense specialist with his narrow point of view and lack of culture. My remarks will be addressed as well to the young man who is contemplating entering upon such a career, or is already in preparation for it, as to those who will be responsible for his training, or, as industrialists, who look forward to the advantages to be derived from having available, broad-minded, liberally educated and cultivated men, who are, at the same time, chemists and men of affairs, and, as such, fitted to take part in the development of our industries.”



LIBRARY INTERIOR, EMERSON HALL

—Dr. Clifford Richardson, speaking before the chemists at the American Association for the Advancement of Science, in 1908.

“If professional education is to become liberalized, what need of the college? And if the spirit of investigation is the main factor, why again the College? Why not the university joined directly to the secondary school? In the long run I think this is likely to depend on the need of a factor which has been barely referred to above. Effective education depends in part on a scientific factor, but there is also a personal factor. One must know his fellows and how to co-operate with them. This is increasingly important with the growing complexity of society. And this efficiency in dealing with others is not easily secured in professional or graduate schools where the emphasis is on subject and method, and the life is individualistic. If the college can maintain a corporate life in which knowledge is vitalized, in which there is actual give and take, actual sympathy and friction, active interchange not only between mind and mind but between will and will, then it will find its own place, and live secure.” JAMES H. TUFTS.

“American College Education and Life.”

Science, March 12, 1909.

“The lawyer nowadays is two things. He is obviously a practitioner. For this line of activity he can doubtless be admirably prepared by a sharp and severe technical drill in the law school. So far, he is only the clerk of his clients. But he is in reality



JUNIOR HOUSE

much more than this. He is the main agent in adapting the great institutional arrangements of society to its progressive movement. As judge and legislator, it is the lawyer who interprets, embodies and guides deep social and ethical currents. True enough, few lawyers as yet appreciate and deliberately prepare themselves to exercise this function; hence their resistant, anti-social, obstructive bias. But the college that seeks to train a race of intelligent broad-gauge men will embrace the opportunity to produce through a profound study of ethical and industrial forces and developments a race of lawyers whose later technical acquisitions and point of view will be conditioned by a large consciousness of their constructive social responsibility."

ABRAHAM FLEXNER.

"Adjusting the College to American Life."

Science, March 5, 1909.

"By long usage of civilized nations the professions of the law and of medicine have received certain recognized standing. The practice of these professions carries with it certain privileges and advantages and should carry certain responsibilities. To require that those who are authorized to practice these professions should comply with reasonable conditions of preparation is not only a duty to the state, but is absolutely just to the individual. The difficulty has come in determining what are reasonable requirements for preparation in the practice of the law and of medicine, requirements that shall protect the interests of the public and still not inflict undue hardships upon the individual.



ON THE CAMPUS

It is in the settlement of this question that the practical difficulties arise. . . . Not only is the requirement of a good general education justified on the practical ground that thus only can capable men be commonly obtained, but it is absolutely essential in the maintenance of the professions themselves. To become a good lawyer or physician, it is not enough to know the mere technique of practice. Such a man should be also a student of his race and of its history, with sympathies fully developed by a contact with life and with books. The reason for this and the justification for its requirement lies in the fact that these callings are professions, and such qualities are necessary in the members of a profession. This distinction is fundamental and one which in late years we have been as a nation disposed to forget.”—Third Annual Report of The Carnegie Foundation for the Advancement of Teaching for 1908.

STUDIES PREPARATORY TO PURSUIT OF DEFINITE VOCATIONS.

The College aims to furnish a course of study which, while making provision for the varying needs of different students, shall lay a broad foundation of general culture as a basis for the pursuit of any calling in life. The specifications regarding the arrangement of the studies included in such a liberal course are stated on pages 39-41 of the catalogue.

Among the courses offered in accordance with this purpose of the College are a number that have value both as elements in a liberal education and as studies preparatory to specific callings and to subsequent professional study. In many cases the professional course may be materially shortened by including these studies in the College course. The following courses are suggested as of interest to those desiring to shape their elections towards some definite vocation. These courses are described in detail in the statements of the several departments of instruction, pages 41-104 of the catalogue. In all cases the general requirements, as stated on pages 39-41 of the College catalogue will be maintained.

COMMERCE, CONSULAR AND CIVIL SERVICE.

Economics: (1, 2) Economic History and Theory, (3) Finance, (5) Money and Banking, (6) Transportation, (8) Corporations, (9, 10) Sociology and Social Problems, (14) Financial History of the United States.

Political Science: (1, 2) Government, (3) International Law, (4) Municipal Government, (5) Diplomacy, (7) American Constitutional Law.

History: (1, 2, 5, 6) Europe, (21, 22) United States.

Modern Languages: French, German, Spanish.

ENGINEERING.

Mathematics: (1) Trigonometry, (2) College Algebra, (3, 4) Analytic Geometry, (5, 6) Calculus, (7, 8) Differential Equations, (11, 12) Mechanical Drawing, (13, 14) Descriptive Geometry, (19, 20) Surveying.

Physics: (1, 2) Descriptive and Laboratory Physics, (3) Electricity and Magnetism, (7- Electrical Measurements, (11, 12) Theoretical Mechanics, (13, 14) Applied Mechanics.

Chemistry: the general courses, 1 to 8, and (9) Physical Chemistry, (10) Sanitary Chemistry, (12) Applied Chemistry.

Geology: (1, 2) Physiography, (11, 12) General Geology.

Astronomy: (3, 4) General Astronomy, (5, 6) Celestial Mechanics, (7, 8) Navigation and Engineering Astronomy.

Modern Languages: French, German, Spanish.

Students looking towards courses in Engineering will find that by a proper selection of studies they will be able to shorten their graduate engineering course by about two years. Advanced credit may be secured in most technical schools for the studies specified above.

FORESTRY.

Botany: (1, 2, 3, 4) Plant Morphology, (5- Plant Anatomy, (6) Plant Physiology.

Biology (1, 2); Chemistry (1, 2); Physiography (Geology 1, 2); Astronomy (1).

Physics: (1, 2) Descriptive Physics, (3, 4) Applied Physics.

Mathematics: (1) Trigonometry, (2) College Algebra, (5, 6- Calculus, (19, 20) Surveying.

German (1, 2, 3); French (1, 2).

Economics (5, 6); Political Science (1, 2).

By selecting a major in Botany and minors in Modern Languages and Economics, the catalogue requirements as outlined on pages 39 and 40 will be met.

JOURNALISM.

Rhetoric: (1, 2) Freshman Course, (3) Advanced Themes, (4) Short Stories, (5- Argumentation, (10) Journalistic Writing.

Economics: (1, 2) Economic History and Theory, (6) Transportation, (9, 10) Sociology, Social Problems.

Political Science: (1, 2) Government, (3) International Law, (4- Municipal Government, (9) Commercial Law.

History: (7, 8) English, (5, 6) Modern Europe, (21, 22) U. S. Political.

Music: (7, 8) History.

English Literature.

Modern Languages: French, German, Spanish.

Ancient Languages: Latin, Greek.

LAW.

Political Science: (1, 2) Government, (3) International Law, (4- Municipal Government, (5) Diplomacy, (6) Political Theory, (7) American Constitutional Law, (9) Commercial Law.

History: (1, 2) Mediaeval Europe, (7, 8) England, (11, 12) English Constitutional, (21, 22- U. S. Political History.

Economics: (1, 2) Economic History and Theory, (3) Finance, (5) Money, (6) Transportation, (8) Corporations.

Public Speaking: (3) Public Address, (6) Debating, (7, 8) Extempore Speaking. Argumentation (Rhetoric 5).

Mathematics: (1- Trigonometry, (2) College Algebra.

English Literature, Ancient Languages, Modern Languages, Philosophy, Psychology.

MEDICINE.

On account of the state laws in some of the states, students are required to have a four years' residence in a medical school. Students who have pursued the following list of studies, however, will receive full credit in the different medical schools for the work done in these courses at Beloit College. This will enable such students to secure advance credits on the medical course and will give them the opportunity to do advanced work

beyond that which is possible for those who have not had a broad preliminary college training.

Biology 1, 2).

Zoology: (1) Invertebrate Zoology, (2) Vertebrate Zoology, (3) Histology, (5) Embryology, (6) Physiology, (9) Neurology.

Chemistry: (1, 2) General Chemistry, (3, 4) Qualitative Analysis, (5, 6- Quantitative Analysis, (7, 8) Organic Chemistry.

Physics (1, 2).

Psychology: (2) Elementary, (4) Physiological.

Modern Languages: French, German.

MUSIC.

Music: (1, 2) Elementary Music, (3, 4) Harmony, (5, 6) Musical Form, (7, 8- History, (9, 10) Masterpieces.

Greek: (15, 16) Greek Literature in English.

Pedagogy: (1) Applied Psychology, (2) Methods, (4) History of Education.

Psychology: (2) Elementary.

Philosophy: (2- Aesthetics.

Physics: (9) Acoustics.

Modern Languages: German, French, Spanish.

TEACHING.

A large percentage of the graduates of Beloit College enter the teaching profession each year. The Beloit Diploma is accepted by the State Superintendent on the same terms as that of the State University. Ample provision is made at Beloit to enable those who expect to teach to prepare themselves along certain lines for this purpose. Major work in special lines can be supplemented with minor courses in subjects closely correlated with the major subject. In addition to these major and minor lines of work, facilities are offered for special work in Psychology and Education.

Junior Year:

Psychology: (2) Elementary, (6) Genetic.

Pedagogy: (4) History of Education.

Major study: six hours.

Correlate study or group-minor: six hours.

Art (1, 2) or Music: (1, 2) Elementary, or (7, 8- History.

Senior Year:

Pedagogy: (1) Applied Psychology, (2) Methods.

Major or correlate study: six hours.

Group-minor: six hours.

Teachers' Course in Major or Correlate study.

By omitting Psychology 6 or Pedagogy 1, more work in other studies is possible. Pedagogy 2 and the Teachers' Courses include observation-work in the schools of the city and practice teaching with the class under the instructor's criticism. Graduates of the College who have taken 12 hours in the Psychology, Pedagogy, and Teachers' Courses given above receive from the State Superintendent a license to teach for one year in the schools of Wisconsin, and if successful are then granted a state certificate. These certificates are usually honored in other states.

THEOLOGY.

Biblical Literature: (3, 4, 5, 6) Old Testament Literature, (9, 10) The New Testament, (7, 8) Hebrew.

Religious History: (2) Comparative Religion.

Greek: (13) New Testament Greek.

Sociology (Economics 11, 12).

History: (1, 2- Mediaeval, (18) Reformation, (22) Ancient Oriental.

Music: (7, 8) History.

Psychology, Philosophy.

Rhetoric, Public Speaking.

English Literature.

EXPENSES AT BELOIT COLLEGE.

General statement of yearly expenses. See also catalog under expenses.

Tuition and Incidentals.....	\$ 80	\$ 80
Board, \$3.00-\$3.50 per week	100	120
Room Rent, \$1.25-\$2.25 per week	45	80
Books	25	25
Other Expenses, Railroad Fare, Clothing, etc.....	50	100
Total.....	\$300	\$405

Laboratory fees if Sciences are elected:

Chemistry, per semester	\$5.00
(also, first semester only, a deposit of \$5.00 for breakage.)	
Biology, per semester	3.50
Geology courses, per semester.....	1.50
Physics, per semester.....	4.00
Astronomy, per semester.....	1.50

For details regarding expenses in dormitories see the College catalog on Cottages and Dormitories.

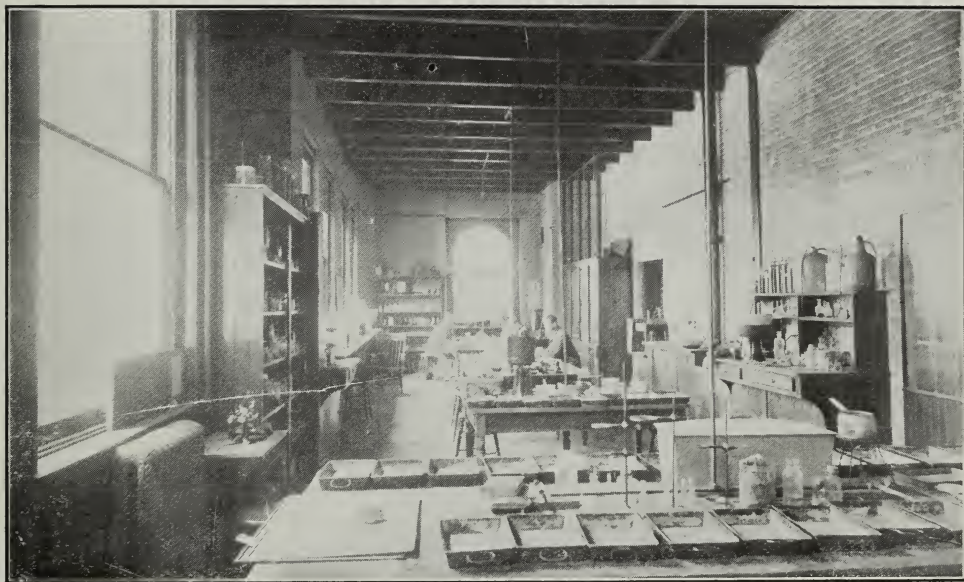


SMITH OBSERVATORY

Data gathered from students attending the College during the present college year indicate that students are spending between three and four hundred dollars annually in the necessary expenses incident to college life. Three hundred dollars is the minimum spent by students working their own way and exercising economy. Three hundred and fifty dollars is probably a fair average of the expenses of students with moderate resources now in attendance at Beloit. The expenses of young women exceed slightly those of young men.

SELF SUPPORT AND KINDS OF EMPLOYMENT.

This year, 1909, the College has entirely reorganized its employment bureau with a view to making more effective this important agency for aiding students who desire to secure work. The bureau is under the direct supervision of a Faculty committee and is managed by a secretary employed by the College. The management of the bureau is upon a thorough business basis, and it aims to keep in close touch with the leading manufacturing and other business firms of the city where students are given employment. A careful canvass of the city for employment is made at the opening of the year, and at such intervals during the year as seems advisable. Students who desire employment may register with the Secretary of the bureau, without expense, and every effort is made to secure the employment which is best adapted to individual need.



HISTOLOGICAL LABORATORY

Beloit is a manufacturing city of 15,000 inhabitants, and its citizens are interested in aiding students who desire employment. For the past two years about 35 per cent of the students at Beloit have secured employment which has enabled them to pay a part or the whole of their expenses. A canvass of the city is made early in the summer, in order that definite information regarding this matter may be given to entering students during the summer months. This information, which is available after the first of July, will be gladly furnished to prospective students on application to the College Registrar.

SELF SUPPORT BY YOUNG MEN.

Forty-four per cent of all the men in College this year, 1909, earn a part of their expenses and nine per cent earn all of their expenses. These young men are among the strong men in the various lines of student activities and social life at Beloit such as oratory, debating, athletics, clubs and fraternities. The college is a wholesome democracy in which the poor boy has an equal chance with the rich.

The following table gives the percentage of men in the four College classes who are earning a part or the whole of their expenses:

	Men Paying All Expenses	Men Paying Part Expenses
Freshmen	33 1-3%	6 1-2%
Sophomores	50%	7 1-2%
Juniors	35%	12%
Seniors	50%	10%



SMITH GYMNASIUM

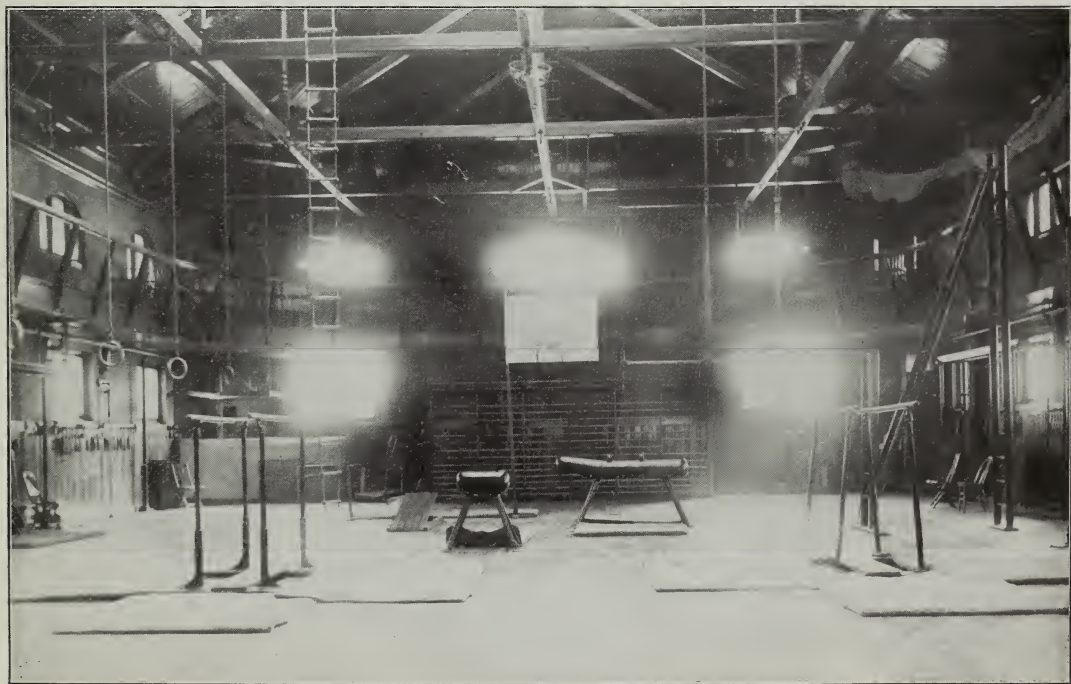
Of the 228 men in College, this year, 1909, $44\frac{1}{2}\%$ earn part of their expenses; 9% earn all of their expenses.

LEADING METHODS OF EARNING MONEY AMONG THE MEN.

Reporting for paper	Clerking
Assisting in laboratory	Book-keeping
Yard raking and care of lawns	Distributing hand-bills
Tutoring	Housecleaning
Campus Book Store	Making pennants
Photography	Teaching English to Greeks and Italians
Waiting on tables	Caring for horses
Orchestral	Janitor work
Caring for furnaces	Collecting for Electric Lighting Co.
Stenography	Catering
Librarian	Working in garden.

SELF SUPPORT BY YOUNG WOMEN AT BELOIT COLLEGE.

Tutoring	Working in dormitories
Clerking	House work
Office work	Serving at dinners
Agency	Library work.



INTERIOR OF GYMNASIUM

Several are earning practically all expenses, some one-third, some one-half; and others are earning from 50 cents to \$2.50 per week.

As a rule, students who expect to work their way should have at least \$150 available from outside sources for the year, and \$100 of this will be necessary at the outset.

SCHOLARSHIP AID.

A limited number of students who are needy receive aid from the College in amounts varying from \$10 to \$25 per semester. This aid is only promised for one semester, but is usually continued for the year providing the above conditions as to scholarship and conduct are maintained. Students who become members of College Fraternities are not usually granted scholarships since it is felt that those who can afford the luxury of fraternity life do not need College aid.

Blanks for scholarship aid can be had upon application to the Registrar and students desirous of this help should apply as early as possible for these blanks and return them promptly to the Registrar, after filling them out in detail.



BASKET BALL TEAM CHAMPIONS

ENTRANCE REQUIREMENTS.

Certificates for entrance to the College are furnished upon application to the Registrar. These blanks should be filled out by the high school principal or superintendent and returned promptly to the Registrar.

For details as to entrance and credits consult the college catalog.

ACCREDITED SCHOOLS.

All schools accredited by the North Central Association of Colleges and Secondary Schools are on the accredited list of Beloit College. All schools in Wisconsin are accredited on the basis of reports and recommendations furnished by the State Department of Education of Wisconsin. Graduates from one of the regular four-year courses prescribed for High Schools of Wisconsin by the State Department of Education are usually admitted to the Freshman class of the College on certificate, provided the course contains two years of a foreign language. Students who have not had foreign language, but who can present fourteen units in the other branches of study required for entrance on p. 20 of the College catalog, may be classified conditionally as Freshmen. Provision is made whereby such students may make up their deficiency in Foreign Language during the first two years of the College course and graduate in four years.

Beloit College Academy is closely articulated with the College proper and students who are slightly deficient in preparation for entrance can usually arrange to complete their preparatory work in the Academy and take as much work in the College proper as their schedule will allow. Students coming to Beloit from other colleges of reputable standing and graduates of Normal Schools should consult p. 25-27 in the College catalog.

Graduates from High Schools, Academies and Normal Schools in other states are accepted on the terms outlined in the catalog for graduates of schools in Wisconsin.

PHYSICAL TRAINING AND ATHLETICS.

A new and important department of Physical Training has been established at Beloit this year. The Director, Dana M. Evans, has already made this one of the most important and popular features of the Beloit life. The new and commodious Smith Gymnasium furnishes an ideal home for the new department which insures to Beloit College students the best kind of instruction and facilities for physical development.

An athletic coach working under the immediate supervision of Mr. Evans will train the teams in football, baseball, and track athletics. For particulars, see the special bulletin on Physical Training at Beloit College.



ROCK RIVER SCENE

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